



**UINTAH SCHOOL DISTRICT  
INTERNSHIP PROGRAM**

# **SUPERVISOR MANUAL**



Thank you for your participation in the Uintah School District Internship Program. An internship is a worksite experience during which a student, with guidance and supervision at the workplace, completes a set of learning objectives designed to give a broad understanding of a career area. Internships are an important way for young people to learn about the world of work and to begin to think about their own future in that world.

## **INTRODUCTION**

In addition to the students worksite experience, they will be required to attend a weekly seminar which will address critical workplace skills. The workplace skills that will be addressed in the seminar include: job applications and interviewing, resume writing, career choice preparation, work ethic and attitude, sexual harassment/discrimination, time management, conflict resolution, working as a team, and communication skills. If it becomes necessary for the student to be at your worksite during this time, please contact the Work-based Learning Coordinator so the students can make arrangements to make up the seminar class work.

## **SCHOOL COMPONENT**

Confidentiality should not be a barrier to work-based learning. Any confidentiality issues should be addressed with the student. Students who work with confidential information will be required to sign a confidentiality statement. If students are going to be exposed to confidential information, supervisors should provide them the same confidentiality training that regular employees receive. To ensure that students have a real understanding of the issues related to confidentiality, employers can design tasks in which the student, under supervision, is required to demonstrate an understanding of how to handle confidential matters.

## **CONFIDENTIALITY**

On April 11, 1980, the Equal Employment Opportunity Commission published an amendment to the Guidelines on Discrimination because of sex (29 CFR Part 15604.11.45 FR 25024). The amendment reaffirmed that sexual harassment is an unlawful employment practice:

“Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of sexual nature constitute sexual harassment when (1) submission to such conduct is made explicitly or implicitly a term or condition of an individual’s employment, (2) submission to or rejection of such conduct by an individual is used as the basis of employment decisions affecting such individual, or (3) such conduct has the purpose of effect of unreasonably interfering with an individual’s work performance or creating an intimidating, hostile or offensive working environment.”

Also the employer, “ ... Is responsible for its acts and those of its agents and supervisory employees with respect to sexual harassment regardless of whether the specific acts complained of were authorized or even forbidden by the employer and regardless of whether the employer knew or should have known of their occurrence.”

“Prevention is the best tool for the elimination of sexual harassment. An employer should take steps necessary to prevent sexual harassment from occurring, such as affirmatively raising the subject, expressing strong disapproval, developing appropriate sanctions, informing employees of their right to raise and how to raise the issue...”

Under Utah State Law, charges of sexual harassment must be reported to local law enforcement agencies.

## **SEXUAL HARASSMENT**

## **TIMESHEETS**

Timesheets must be filled out daily by the student. The dates worked, hours, student and supervisor signature must be completed. The students will be responsible for turning in their timesheets each week to the Work-Based Learning Coordinator.

## **EVALUATIONS**

We ask that you complete an evaluation for the student placed at your worksite on a monthly basis. If you are having problems with the student, please do not wait for an evaluation to discuss the problems. Problems need to be brought to the attention of the student as they occur. The Work-Based Learning Coordinator should be informed about any serious or continual problems.

## **TIMESHEETS AND EVALUATIONS**

The students are expected to conduct themselves at all times in a manner befitting their position at your worksite and as a representative from the high school. Each student signs a Student Commitment form in which they agree to the following:

- ↑↑ To undertake activities that provide a comprehensive view of the organization. Focus on the roles, responsibilities and functions of their supervisor or department.
- ↑↑ To consult with the Work-Based Learning Coordinator on a regular basis regarding their Internship experiences.
- ↑↑ To be in regular attendance and on time in their assigned Internship.
- ↑↑ To notify their employer/supervisor prior to absences.
- ↑↑ To notify Work-Based Learning Coordinator should anything cause them to lose their Internship.
- ↑↑ To conform to the regulations of the organization where they are working (dress, conduct, etc.).
- ↑↑ That dropping their Internship will result in a failing mark.
- ↑↑ To keep attendance and grades up at school. Failure to do so could result in their losing the Internship.
- To participate fully in the weekly seminar and complete assignments.

## **STUDENT RESPONSIBILITIES**

Because students must be insured at school and work, insurance and liability issues arise any time students leave school premises to continue learning at the workplace. If students are participating in paid work-based learning experiences, they should be covered by the employer's Workers Compensation Insurance and Liability Policy. If, however, students are in unpaid work-based learning experiences, workers compensation is covered by the school district as outlined in the local school board policy. However, a worksite supervisor may not have students in *hazardous occupations* as outlined in the Federal Child Labor Laws. Federal Child Labor Laws prohibits youth under the age of 18 from performing work in 17 occupations which are deemed hazardous, unless the employer meets certain guidelines for an exemption. Exemptions are allowed in the occupations identified with an asterisk.\*

- ↑↑ Manufacturing and storing explosives
- ↑↑ Motor-vehicle driving
- ↑↑ Coal mining
- ↑↑ Logging and saw milling
- ↑↑ Using power-driven woodworking machines, including saws\*
- ↑↑ Exposure to radioactive substances
- ↑↑ Operation of power-driven hoisting devices, including forklifts, cranes and nonautomatic elevators
- ↑↑ Use of power-driven metal-forming, punching and shearing machines\*
- ↑↑ Mining, other than coal mining
- ↑↑ Slaughtering, or meat-packing, processing or rendering including the use of power-driven meat slicers\*
- ↑↑ Operation of power-driven bakery machines
- ↑↑ Use of power-driven paper-products machines including paper balers
- ↑↑ Use of power-driven circular saws, band saws and guillotine shears\*
- ↑↑ Wrecking, demolition and ship-breaking operations
- ↑↑ Roofing operations\*
- ↑↑ Excavation operations\*

\*Exemptions - Students 16 and 17 in a vocational education program, may be designated as a student-learner or apprentice. Apprentices must be registered with the U.S. Department of Labor's Bureau of Apprenticeship and Training.

## **LIABILITY ISSUES**



The Federal Fair Labor Standards Act (FLSA) protects the rights, safety and well-being of young workers. The FLSA applies to students involved in work-based learning experiences if, under the law, they are considered to be in an employment relationship.

In unpaid Internships, students are exempt from the Federal Fair Labor Standards Act (FLSA) when all of the following five criteria are met:

1. The work-based learning experience has the following elements:
  - Includes planned job training or work experience appropriate to the student's ability, is coordinated with school-based learning and leads to the award of a skill certificate.
  - Encompasses a series of activities that build on one another, increasing in complexity and promoting the mastery of basic skills.
  - Exposes students to "all aspects of the industry" and promotes the development of broad, transferable skills.
  - Provides for real or simulated tasks or assignments that encourage students to develop higher-order critical thinking and problem-solving skills.
2. The student receives on-going instruction and supervision at the worksite, so that any productive work the student performs is offset by the burden of the training and supervision the employer provides.
3. The placement of the student at the worksite for work-based learning does not result in the displacement of any regular employee.
4. The student is not entitled to a job at the completion of the work-based learning experience, although employers can offer employment if they so choose.
5. The student is not entitled to wages or other compensation for time spent during the work-based learning experience, although the student may receive a stipend for expenses such as books or tools.

## **FEDERAL FAIR LABOR STANDARDS ACT**

You are the person who has been designated as a supervisor for a Student Intern. In order to make the work experience a learning experience, we ask that you pay special attention to the youth to assure that he/she is developing good work habits and learning aspects of the career. To establish an environment in which the student can reach their maximum potential you should:

- ↑ Assist in setting goals/skills for the Intern to learn during their work experience.
- ↑ Provide an orientation which introduces your student to their fellow employees and workplace.
- ↑ Review the job description and work skills with the student. Make sure they understand what is expected of them.
- ↑ Provide the necessary work and materials for the participant to successfully complete their Internship.
- ↑ Instruct the youth to call you in advance if they are not going to make it to the worksite.
- ↑ Follow all Federal Child Labor Laws

Remember as you work with the students, *praise works better than criticism* in getting a job well done. You as the worksite supervisor have the basic responsibility for seeing the students are exposed to experiences which will help them learn and grow. It is important for the youth to be given a sense of the larger purpose of his or her work—how what they do fits into the total picture. With the help of you and your co-workers, you can help mentor a student into a positive direction

### **WORKING WITH TEENAGERS**

The late teenage years are a time when young people begin to define more clearly a sense of self and test their ideas and interest in the context of the adult world. For most it is a period of growing independence. The following traits are characteristic of teenagers in the high school years:

- ↑ Eager for opportunities to make decisions
- ↑ Sometimes apt to challenge authority
- ↑ Very interested in physical appearance (their standard, not necessarily an adult's)
- ↑ Wanting independence and privileges but possibly having trouble with responsibility and personal discipline
- ↑ Feeling uneasy about their preparation for the future
- ↑ Trying out different values; beginning to build a personal belief system

Remember that work-based learning takes students out of their comfort zone of school. As a result, students may be shy or quiet until they become accustomed to being in the work environment, doing hands-on activities, and meeting and interacting with adults. Do not take their shyness for lack of interest. Even if students stay in their shell for the duration of their work-based learning experience, they still gain a great deal just by having spent time in the workplace.

## **SUPERVISOR RESPONSIBILITIES**

SCANS is the Secretary's Commission on Achieving Necessary Skills which was developed with the Secretaries of Labor and Education, as well as employers. These skills are what employers have said are necessary to compete in today's labor market. Each worksite should incorporate the following skills into the work experience for the youth.

<b>Resources</b>	Allocating time, money, materials, space and staff
<b>Interpersonal skills</b>	Working on teams, teaching others, serving customers, leading, negotiating and working well with people from culturally diverse backgrounds
<b>Systems</b>	Understanding social, organizational and technical systems, monitoring and correcting performance; and designing or improving systems
<b>Technology</b>	Selecting equipment and tools, applying technology to specific tasks and maintaining and troubleshooting technologies
<b>Information</b>	Acquiring and evaluating data, organizing and maintaining files, interpreting and communicating and using a computer to process information

Below are examples of how these SCANS Skills could be incorporated into your worksite.

**Resources** - Do the students manage their time and activities well? Can they prioritize their work activities, avoid wasting time and if necessary, adjust their schedule? Do they use work materials wisely and maintain any work materials assigned to them?

**Interpersonal skills** - Do the students work together well with co-workers, doing their own share of tasks necessary to complete a project. Do they help others by teaching concepts and showing by example? Do they handle complaints and conflict to satisfy internal and external customers? How well do they work with people with a variety of ethnic, social or educational backgrounds?

**Systems** - Do the students know how your organizational system works, knowing the right people to ask for information and where to get assistance and functioning within the formal and informal aspects of the organizational system? Understands the correct way to gather and deliver information so they understand how the organization system works? Do the students make relevant feedback on how the organizational system is operating?

**Technology** - Do the students understand how technology is used at the workplace and can they select and use the right equipment and tools?

**Information** - Do the students ask analytical questions to determine specific information needs and evaluate properly to get the job done? Do they understand simple and complex directions and instructions? Do they organize their work information so it is readily accessible? Do they communicate well, oral and written. If they use a computer at work, do they use it competently to enter, modify, retrieve, store and verify information?

## **SCANS SKILLS/SKILL LISTS**

## **CONTACTS**

### **Work-Based Learning Coordinator**

JoJo Gale  
Uintah High School  
435-781-3110 ext. 434  
435-781-3117 (FAX)

or

Department of Workforce Services  
435-789-7497 ext. 306  
435-789-7525 (FAX)

### **School-to-Careers Coordinator**

Debbie Lamoreaux  
Uintah High School  
435-781-3108

### **Principal**

Dixie Allen  
Uintah High School  
781-3110 ext. 421

*Old Chinese Proverb*

*“I hear and I forget, I see and I remember, I do and I understand”*

## **CONTACTS**